



The Contribution of Perceptions about the Tasks toward the Performance of School Counselor

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Abstract: The purposes of this study are to test the contribution of perceptions of school counselor about their task toward the performance of school counselor. This research used the quantitative approach with the descriptive-correlational method. The population was 303 school counselors and the sample consist of 169 people taken by Purposive Sampling technique. The instrument used was Performance of School Counselor Instrument with reliability score 0,861 and Perception about Tasks Instrument with reliability score 0,740. Data were analyzed using simple regression. The result of the research shows there is contribution (10,7%) of the perception of school counselor about their task toward the performance of school counselor in school.

Keywords: Perceptions, Performance

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Introduction

Guidance and counseling is an integral part of the overall implementation of the education unit curriculum. The existence of guidance and counseling in the national education system was declared one competency development life learners. The question is the competence of life include the potential of learners. Therefore, learners are expected as a capital asset and the basis for the development of a country.

Implementation of guidance and counseling in schools conducted the school counselor. The existence of school counselor in the national education system is declared as one of the qualifications of educators, parallel to the qualification of teachers, lecturers, tutors, tutor, widyastara, facilitators and instructors (Act No. 20 of 2003 Article 1 Paragraph 6). Each qualification of teachers, including school counselors, unique in the context of the duties and performance expectations. Thus, the performance of school counselor is an important factor in the successful implementation of the role and task of the school counselor in guidance and counseling services.

Performance of school counselor is the realization of the tasks and role of school counselor at the school. Tasks and roles cannot be organized in a way modest, but it requires effort and planning that is really mature. In reality, it turned counselors are still faced with the problem of criticism. Performance of school counselor issues in question as Anni study (2012) found that the results need assessment as a step that determines the quality of guidance and counseling program, showing school counselor pay less attention to steps to implement needs the assessment, and analysis are still manually. Furthermore, in the study Latif (2010) found results that school counselor faced criticism as an expression of disillusionment with the performance. In the study Rosra, Mayasari, & Rahmayanthi (2013) found results that performance of school counselor to create a guidance and counseling program, categorized as poor.

Furthermore, the research Asmaryadi (2013) had findings: (1) the performance of school counselor in guidance and counseling services is still minimal and only limited services that are incidental, and learners rarely get guidance and counseling services, (2) to provide guidance conducted principals in helping the performance of school counselor, still coaching that is comprehensive in school no guidance specific to school counselor in improving guidance and counseling services, (3) to provide guidance coordinator school counselor in helping the performance of school counselor in guidance and counseling services is still very low, such as mentoring manage guidance and counseling program in planning, organizing, implementing, controlling, and follow-up has not been adequate, and (4) factors inhibiting and supporting fostering school counselor in guidance and counseling services are still a lot of lack of facilities, such as tool said the problem is still there, the service yes ng has not been achieved and yet optimal.

School counselor performance cannot be realized with simply because it is influenced by certain factors. Based on research Nagul (2013) it is found that the perception of a task BK influence positively and significantly to the performance of school counselor in the implementation of school. These results indicate that the perception of the task has a very important role in the process of guidance and counseling services, especially the achievement of optimal performance of school counselor. Hanna & Ottens (in Nirwana, 2003) states that the perception is the ability to understand and interpret accurately the environment. Thus, the perception can also be interpreted how one looks at an object in the environment and how a person is to give meaning.

Based on various factors, known indications that perceptions about the task effects performance of school counselor. Perception counselor that will be examined in this study is the perception of tasks by the school counselor, that is how school counselor the introduction and interpretation are on task as executor of guidance and counseling services in schools, include: (a) the development, (b) guidance and counseling services, (c) support activities, and (d) the management of guidance and counseling.

Based on the above, it is understood that the performance of school counselor is a manifestation of the task and role of counselor at the school. Performance school counselor is very important to help learners. The achievement of better results and success in work, can not be separated from the high and low of school counselor's perceptions about the task, thus affecting the performance of school counselor. The better the school counselor competence, it will support the performance of school counselor and the quality of service delivery. The better the performance of school counselor, then the better the benefits for learners.

That phenomenon shows that the perception of the task has a role in the performance of school counselor. However, how the size of the contribution of these factors, it is necessary to do research. The results of this study will be used as a reference in the preparation of guidance and counseling program. This is the basis of this research, because they lack the research findings that show how much the contribution perception of the task about performance of school counselor in Junior High School, Senior High School, Vocational School, Tsanawiyah Junior high school, and Aliyah Senior High School State Bukittinggi, Sawahlunto, Tanah Datar and Padang Pariaman.

The purpose of this study was formulated as follows: (1) describe the perception about the task by a school counselor, (2) describe the level of performance of school counselor, (3) examine the contribution of the perception of a task about the performance of school counselor.

Method

This study used quantitative descriptive and correlational approach. The study population was all school counselor in Junior High School, Senior High School, Vocational School, Tsanawiyah Junior High

School, and Aliyah Senior High School State Bukittinggi, Sawahlunto, Tanah Datar and Padang Pariaman, amounting to 303 school counselor, with a sample of 169 people. Sampling using technique, Purposive Sampling was used in this study of Performance of School Counselor Instruments and Perception about the Task Instrument. To determine the contribution of independent variables toward dependent variable, then the data were analyzed with descriptive statistics and simple regression.

Results and Discussion

The data in this study include variables and performance of school counselor (Y) and a perception of the task (X1). The following description of the proposed research data.

Data Description

1. Performance of School Counselor (Y)

Description performance of school counselor data totaling 169 respondents can be seen in Table 1.

Table 1. Scores Performance of School Counselor

No	Indicator	Score	
		Average (%)	Note
1	Study Requirement	74,27	B
2	Planning	85,89	SB
3	Activity	78,34	B
4	Evaluation	75,53	B
5	Follow-Up	78,54	B
6	Reporting	79,11	B
Overall		78,62	B

. Based on Table 1 it can be seen in the overall average indicators performance of school counselor are in the category good, with a percentage of 78,62%. A School counselor means the average overall has been good in conducting the study needs, activities, evaluation, follow-up and reporting. However, the planning indicators are in the very good category. Means school counselor has very good in planning guidance and counseling activities.

2. The Perception about the Task (X1)

Description of the perception of a task by the school counselor totaling 169 respondents can be seen in Table 2.

Table 2. Scores Perception about the Task

No.	Indicator	Score	
		Average (%)	Note
1	Intro Development Division	85,74	SB
2	Intro Guidance and Counseling Services	87,40	SB
3	Support Activity Intro	82,30	B
4	Intro Management Activities	82,37	B
5	Division Interpretation of Development	88,11	SB
6	Interpretation of Guidance and Counseling Services	86,97	SB
7	Interpretation of Supporting Activities	80,60	SB
8	Interpretation of Event Management	84,53	B

Overall	85.37	SB
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Based on Table 2 it can be seen in the overall indicator of the perception about tasks that are in the very good category, with a percentage of 85,37%. Means school counselor has very good at perceiving their duties. Very familiar with the development, guidance and counseling services, interpreting the development, guidance and counseling services, and support activities. However, the indicator of the introduction of complementary activities, the introduction of management activities, and interpretation of management activities are in a good category. The school counselor has been good means in identifying complementary activities, management activities, and interpret management activities in the program guidance and counseling services.

Testing Requirements Analysis

Test requirements analysis undertaken in this study is a test for normality and linearity test. Based on the test results of normality using the Kolmogorov-Smirnov showed that research was normally distributed variable data. And the linearity test results indicate that the perception of a task variable data tends to form a linear line distribution to variable performance of counselor.

Contributions Perceptions about Task toward Performance of School Counselor

Results contributions perceptions about task analysis on the performance of school counselor can be seen in Table 3.

Table 3. Regression Analysis Simple and Significance X1 toward Y

Variable	R	r Square
X ₁ – Y	,327	,107

Table 3 shows that the perception about of the tasks are contributing significantly to the performance of school counselor amounting to 0,107%. That is the variance performance of school counselor as the dependent variable gain contributions of independent variables, namely the perception about the task of 10,7%.

Analysis results prove that there is a contribution perception about the task (X₁) contribute to the performance of counselor school (Y). The discovery was based on a series of data analysis showed that the perception of tasks contributes to the performance of school counselor 10,7%. It shows that the hypothesis that the perception about the task of contributing significantly to the performance of school counselor accepted the truth. This suggests to improve the performance of school counselor, it is necessary to also improve the perception about the task. The better the perception about the task by school counselor in Junior High School, Senior High School, Vocational School, Tsanawiyah Junior High School, and Aliyah Senior High School State Bukittinggi, Sawahlunto, Tanah Datar, Padang Pariaman district will affect the performance improvement school counselor.

The school counselor has the task and responsibility for guidance and counseling services. The Regulation of the Minister of National Education 81.A Annex IV explained that the elements in the school counselor's task include types of services, support activities, the format of the service, service delivery, and the number of students in foster care. Based on research Nagul (2013) it is found that the perception about task guidance and counseling influence positively and significantly to the performance of school counselor in the implementation of school. These results indicate that the perception about task has a very important role in the process of guidance and counseling services, especially the achievement of optimal performance of school counselor. It is also in line with the results of research conducted by Rofi (2004) which states that the effort to meet the needs, abilities, and perception about task affects the performance of a school counselor.

Based on the explanation above, should the effort to synergize the school counselor so that guidance and counseling can be done well, thus realizing a good performance of counselor school as well. This is necessary so that the learners as participants in the service get the best service through guidance and counseling services in developing their potential.

Conclusion

Based on the findings and discussion of the research results, it can be interpreted that there is a contribution of a perception about the task toward the performance of school counselor. That is, whether or not the performance of school counselor is influenced by the perception about the task by school counselor in guidance and counseling services program. In other words, it can be said that the better the perception about task then the better the performance of school counselor. Performance of school counselor can be improved by increasing the perception about the task. This means that the variable perception about the task can be used as a predictor for improving performance of school counselor.

This study describes some data on perceptions about the task and performance of counselor school. The data presented in this study will then be used as a grand tour or information early in conducting in-depth research the performance of counselor.

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